

### WVSU Lesson Plan Template (revised 1.2022)

CRITICAL INFORMATION	
Teacher Candidate: Karrah Smith Subject: Mathematics Grade Level: 2nd School Based Supervisor: Dr. Wylie	Teaching Date: February 26 <sup>th</sup> , 2024 Time: 8:50-9:30 Duration ( <i>in minutes</i> ): 40 WVSU Course: Education 426
<b>Lesson Overview &amp; Rationale:</b> <i>Brief overview of the lesson and why it is being taught.</i>	Students will be able to explain to their Teach-Okay partners the importance of measuring inches based on the message from the story. They will then construct animals of their choice and accurately measure them using their rulers. They will then write a complete sentence describing what kind of animal they drew and how long it is using inches. Students will then do a short show and tell of their animals and the class will compare the lengths of their animals compared to their Teach-Okay partners.
<b>WV College &amp; Career Readiness Standards</b> <a href="http://wvde.state.wv.us/policies/">http://wvde.state.wv.us/policies/</a> <a href="https://wvde.us/tree/">https://wvde.us/tree/</a>	
<b>College-and-Career Readiness Content Standards:</b> <i>copy paste, highlight specific indicators for this lesson.</i>	<b>Standard</b>  M.2.14 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. M.2.17 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. ELA.2.III Create readable documents with legible print or cursive as developmentally appropriate. ELA.2.35 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. ELA.2.31 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media
<b>WVCCR Standards: Technology &amp; Computer Science and/or Dispositions for Student Success:</b>	DSS.K-2.6- Develop Academic Motivation <ul style="list-style-type: none"> <li>Identify personal skills, interests, and accomplishments.</li> <li>Participate in a variety of classroom experiences and tasks.</li> <li>Approach tasks and activities with flexibility, imagination, and inventiveness.</li> <li>Demonstrate growing confidence in a range of abilities and express pride in accomplishments.</li> </ul>

<i>copy paste, highlight specific indicators for this lesson.</i>	<ul style="list-style-type: none"> <li>Demonstrate the ability to manage and adapt to changing situations and responsibilities.</li> </ul>
<b>Student Learning Objective:</b> <i>Audience, Behavior, Condition, Degree of Proficiency</i>	Students will be able to explain to their Teach Okay partners the importance of measuring inches based on the message from the story. They will then construct animals of their choice and accurately measure them using their rulers. They will then write a complete sentence describing what kind of animal they drew and how long it is using inches. Students will show correct syntax structure when writing (capital letters, punctuation, organization). Students will then do a short show and tell of their animals and the class will compare the lengths of their animals to that of their Teach Okay partners.
<b>Anticipated Content Difficulties:</b> <i>misconceptions, lack of prior knowledge, skill sets, and differing abilities which connect directly to differentiation</i>	Some anticipated content difficulties include students not understanding the concept of an inch. The students could also be unaware of what an inchworm is, which is the main character of the story. There are also students with varying abilities in this class, so some might take much longer to create their animals and write their sentences.
<b>PLANNING</b>	
<b>Assessment:</b> <i>Label as formative and/or summative, description of assessment strategies and feedback; attach assessment</i>	In this lesson I will be using formative assessment. I will check for student understanding by listening to their conversations and seeing how they interact with their Teach Okay partners. Then, I will use the sentences which state their created animal and how long it is in inches to see if they are measuring correctly. If they do not, this will give me the data to observe where I need to reteach.
<b>Reteach Statement:</b> <i>What will you do if students do not</i>	If students do not meet the degree of proficiency, I will review how to measure an inch using a ruler in a whole group setting. We will then practice measuring objects like their desk and pencil pouches to practice

<i>meet degree of proficiency?</i>	and review.
<b>Academic Language:</b> <i>e.g., specific vocabulary for the content area</i>	Inches, Measurement, Ruler, Length
<b>Research Based Strategies:</b> <i>e.g., small group, cooperative learning, manipulatives, graphic organizers, KWL, comparisons, summarizing, accessing prior knowledge</i>	Whole group discussion, partner discussion, manipulatives, cross-curricular integration
<b>Materials:</b> <i>needed to teach this lesson, including TECHNOLOGY</i>	Inch by Inch Book, Rulers, Construction Paper, Crayons, Pencils,
<b>LESSON PROCEDURES</b>	

<b>Anticipated Management Difficulties:</b> <i>Transitions, cooperative learning, pacing, Brain Breaks, materials management</i>	Some anticipated management difficulties could be students getting off task when creating their animals. This is a fun addition to the read aloud and writing aspect of the lesson, so they will be excited. However, I will have to explain that this is an activity which we do not specifically have to do, and that they will have to work accordingly to the expectations placed.
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<p><b>Before/Introduction/Hook:</b> <i>state the learning objective, set the stage, activate background knowledge, capture student interest</i></p>	<p>I will introduce my lesson to the students by having them “Mirror Word” the objectives which will be written in “I Can” statements on the board. We will then have a class discussion where we review the meanings and uses of the vocabulary terms in this lesson (Inches, Measurement, Ruler, Length). I will allow students time to discuss with their partners why they think measurement is important and then go around the room for a think-pair-share method to allow them to compare answers with their classmates.</p>
<p><b>During:</b> <i>detailed list of teacher and student behaviors</i>  <b>Explicit Instruction:</b> <i>e.g., or input, modeling, checking for understanding, guided practice, and independent practice (“I do, we do, you do”); or</i>  <b>Inquiry-Based Instruction:</b> <i>question, research, present, reflect or</i>  <b>5 E’s:</b> <i>engage, explain, explore, elaborate, evaluate</i>  <b>Note:</b> <i>be sure to address child growth &amp; development, learning styles, multiple intelligences, scaffolding, and cross-curricular integration if appropriate</i></p>	<p>I will then do a read-aloud of the book “Inch by Inch” by Leo Lionni with the students. I will question them on certain text features, how we think an inchworm got its name, and what we think will happen in different parts as the story continues. I will then have students talk to their partners about why we think it was important for the inchworm to be able to measure things and how it saved his life in the story. We will do a think-pair-share with the class on these essential questions. Students will then create an animal of their choice on the sheet of construction paper provided using crayons. I will then instruct students to measure the longest part of their animal using the inches side of their ruler. After they are done with their animals, they will fill in the blanks of the following sentence which will be written on the board, “The animal I drew is a _____ and it is _____ inches long.” If students finish early, I will instruct them to write more sentences describing their animal.</p> <p>Engage: Students will participate in cooperative learning by having open discussions with their partners.  Explain: Students will explain to their partners why it is important for the inchworm to be able to measure things and how it saved his life. They will also explain how long their animal drawing is and what type of animal they decided to draw. These tasks correlate with auditory and visual learner students. As the lesson goes on, I will scaffold throughout the lesson, taking away guidance from me and their peers to get from group discussion to writing their sentence explaining their animal creation.  Explore: Students will explore how we can measure things with a ruler using inches. This and the creation of the animals are very hands-on, so this works for kinesthetic learners.  Elaborate: Students will write a complete sentence explaining how long their animal creation is in inches and what type of animal they drew. This allows for cross-curricular integration of math and writing because they are creating a sentence explaining how many inches they measured.  Evaluate: Students will evaluate their drawing by using a ruler to measure how long it is and then write a sentence to describe it. This activity pulls in multiple intelligences because it allows for art, writing, auditory, math, and real-life application aspects in the lesson.</p>

<p><b>Higher Order Questioning:</b> <i>must occur throughout all procedures, Blooms or DOK, utilize multiple levels &amp; state level</i></p>	<p>Within this lesson I will be hitting multiple areas of Bloom's Taxonomy. Students will work their way through these different levels by:</p> <p>Recall- students will recall measuring using inches on a ruler</p> <p>Understand- students will understand why it is important to measure things</p> <p>Apply- students will apply their knowledge of measuring with rulers to their animals</p> <p>Analyze- students will analyze how long their animal is and explain it in a complete sentence</p> <p>Evaluate- students will evaluate by comparing their animal lengths</p> <p>Create- students will create their animals and sentences describing them</p>
<p><b>After/Closure/Summary:</b> <i>i.e., review key points, summarize and restate learning objective and clarify misunderstandings</i></p>	<p>Students will turn to their Teach-Okay partners and do a show and tell of their animal. They will then compare the lengths of their animals and write a sentence explaining how much longer or shorter their animal was than that of their partner.</p>
<p><b>Differentiation:</b> <i>What will I differentiate? Content, process, product, environment. How will I differentiate? For Readiness, Interest, Learning Profile, Affect/ Learning Environment. How will you address students with exceptional learners?</i></p>	<p>Within this lesson, I cater to the different learning styles of all students in my class. To differentiate for excelling learners, I will allow them to write more sentences describing their animal. For learners who need more help, I will be writing the required sentences on the board as follows, "The animal I drew is a _____. It is _____ inches long."</p>
<p><b>POST TEACHING</b></p>	

**Self –Reflection:** *Did the students meet the objective? What data supports this? What part of my lesson plan was most effective? How might I change this lesson to be more effective? Was my classroom management effective? Any other question you might need to address.*

- Students did meet the objective, the data from their pictures and sentences supports this.
- The discussion and questioning techniques were effective in keeping students engaged and allowed for higher-level thinking.
- Students compared lengths and used phrases such as “longer than”, “shorter than”, and “the same as” to work together and compare and contrast their animals.
- I would have changed how I displayed the book because it was hard for students to see the full pictures on both pages.
- I would also provide students with a specific time limit for drawing the animals.
- I feel like my classroom management was effective, especially with how I was able to handle the issue of two students not wanting to work together. I was able to have them each tell me a reason why measurement is important on their own instead of them discussing with each other and I was still able to validate the feelings and answers of both students.
- H- Within this lesson, I was able to differentiate my lesson based on the different developmental rates of my students. One thing that helped them a lot was to give a fill-in-the-blank sentence on the board for the sentence I wanted them to write. This allowed students who struggle to have some help with their phrasing and sentence structure. I was also mindful of my students who excel and finish work faster than others and for this I allowed them to use their creativity to create a “story” for their animal. I probed them by asking questions such as “Is it a pet?” “What is its name?” “Where does it live?” etc.
- U- For this lesson, I used a fill-in-the-blank sentence projected on the board to assist students with IEPs. I also made sure I audibly read aloud the sentences and projected the book on the board so that everyone could see. For students who excel and are early finishers, I told them to create a story for their animal to spark more creativity within writing.
- M- I used different callouts to grab the attention of my class and had them recite the “Diamond Rule” to know where they needed to look and listen in the room. Students were engaged throughout the lesson due to my questioning tactics throughout the book and the use of creativity with their animals.
- A- Within this lesson, I assessed my students through their use of correct sentence structure when writing their sentences. I also assessed them based on the correct language used (smaller than, larger than, same as, etc.) I was also able to assess them on whether they measured their animal correctly to see if they understood the concept of inches.
- N- I allowed my students to create an animal of their choice where they were able to color it, make it

	<p>as big or small as they wanted, and add other details if time permitted. I also allowed for comparing and contrasting their animals with a partner or multiple partners to see a real-life application of comparing measurements.</p>
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